

DOCUMENT RESUME

ED 283 313

EC 192 742

AUTHOR Hippolitus, Paul
TITLE College Freshmen with Disabilities Preparing for Employment. A Statistical Profile...
INSTITUTION American Council on Education, Washington, DC. HEATH Resource Center.; President's Committee on Employment of the Handicapped, Washington, D.C.
PUB DATE 85
NOTE 16p.
PUB TYPE Journal Articles (080) -- Reports - Descriptive (141)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Achievement; *Academic Aspiration; Age Differences; *Career Choice; *College Freshmen; College Students; *Disabilities; Financial Support; Higher Education; Incidence; Income; National Surveys; Self Esteem; Statistical Data; Trend Analysis

ABSTRACT

The report provides statistical data on disabled American college freshmen based on a 1985 survey of almost 300,000 entering college freshmen at 546 institutions of higher education. Information on income, funding sources, academic achievement, academic goals, career aspirations, and political views was collected. Results indicated an increase to 7.4% in number of students indicating they had a handicap (from 2.6% in 1978). Other results indicated that disabled college freshmen tended to be older, less academically prepared for a higher education, less self confident, and more dependent on grants, scholarships, and loans. Disabled students were slightly more ambitious in aspiring to associate, doctorate, medical and law degrees than freshmen in general. Disabled freshmen were more interested than other freshmen in the arts and humanities, education, physical sciences, social sciences, and technical studies; and less interested in business and engineering. When asked about their probable career choice, disabled adolescents indicated the same interests as all freshmen, except for a lower ambition to achieve executive positions in business and a slightly higher ambition to be a physician. (DB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

College Freshmen with Disabilities Preparing for Employment

ED283313



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

A Statistical Profile ...

EC192742

**COLLEGE FRESHMEN WITH DISABILITIES
PREPARING FOR EMPLOYMENT**

A joint effort of the:

Committee on Youth Development of the
President's Committee on Employment of
the Handicapped; and,

The Higher Education and the Handicapped
(HEATH) Resource Center of the American
Council on Education

Written by:

Paul Hippolitus,
President's Committee on Employment of
the Handicapped
1111 20th Street, N.W.
Washington, DC 20036

The President's Committee on Employment of the Handicapped



1111 20th Street, N.W. Suite 636 Washington, D.C. 20036
(202) 653-5044 VOICE (202) 653-5050 TDD

Dear Reader:

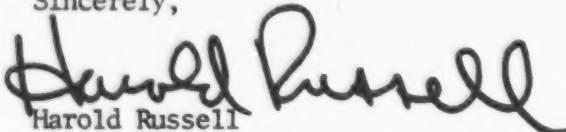
Those of us who have disabilities and those of us who serve people with disabilities have reasons to be encouraged by the data reported in the 1985 College Freshmen Survey.

We are encouraged because according to the 1985 College Freshmen Survey 7.4% of first time, full time college freshmen reported a disability. The first time we reviewed the data in 1978 only 2.6% of college freshmen indicated that they had a disability. Over the years, we have made great progress in including students with disabilities in our nation's institutions of higher education.

Still, there's more to be done. If there were full participation for people with disabilities, we estimate that 8.5% of our nation's college freshmen would be disabled. So, in the next few years, we must continue our efforts in this area. Moreover, in view of the facts that disabled students had lower grades and lower class standing in high school prior to college admission, we must develop better pre-college programs and more support services.

Overall, our progress has been excellent. If we continue to do the good things we've been doing, while creatively developing new and better programs, equality of opportunity for disabled students preparing for work will be reached in the very near future.

Sincerely,


Harold Russell
Chairman

Dignity, Equality, Independence through Employment

Associate
Members

The Secretary of State
The Secretary of the Treasury
The Secretary of Defense
The Attorney General
The Secretary of the Interior

The Director of the
United States
Information Agency
The Secretary of Agriculture
The Secretary of Commerce
The Secretary of Labor

The Secretary of Education
The Secretary of Health and
Human Services
The Secretary of Housing and Urban
Development
The Secretary of Transportation

The Administrator of
the Veterans Administration
The Director of the Office
of Personnel Management
The Administrator of the General
Services Administration

AMERICAN COUNCIL ON EDUCATION

Office of the President

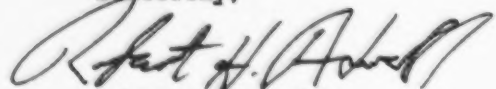
Dear Colleague:

The publication of *College Freshmen with Disabilities* marks a significant milestone in the progress of persons with disabilities on our nation's campuses. In the last decade, colleges and universities have achieved a threefold increase in the number of disabled persons they educate. Working for the most part with institutional resources, campus leaders have adopted strategies and accommodations to allow persons with disabilities to study and grow alongside their nondisabled peers.

Participation of traditionally underrepresented groups in higher education, particularly women and ethnic and racial minorities, has been a concern and the topic of a number of studies over the past several decades. However, there is very limited data on the inclusion of disabled students in postsecondary education. The UCLA/ACE report, *The American Freshman: National Norms*, and now this one contain the only national data on disabled postsecondary students. As we celebrate the collection of this information, we must also press to learn more. We need further research on retention, graduation, post-baccalaureate education, and career preparation of this minority group.

College Freshmen with Disabilities reveals the differences and similarities between freshmen with disabilities and without disabilities. While disabled freshmen are somewhat older and believe themselves to be less adequately prepared for college than their nondisabled peers, they share similar academic and career aspirations with all students. We hope that this publication will increase awareness of the potential for including students with disabilities on all American campuses.

Sincerely,



Robert H. Atwell

INTRODUCTION

On June 3, 1977, our Nation's colleges and universities began meeting the challenge mandated by Section 504 of the Rehabilitation Act of 1973. This mandate challenges higher education to provide equal access to persons with disabilities.

In late 1978, the President's Committee on Employment of the Handicapped published The Disabled College Freshman. This document reported data collected that year by the American Council on Education on full-time college freshmen with disabilities. The 1978 figures told us that approximately 2.6% of all beginning freshmen were students with physical disabilities, including learning disabilities.

The purpose of this second document is to once again release more detailed information on full-time disabled college freshmen. This time, for the year 1985.

The President's Committee on Employment of the Handicapped recognizes the vital role that a higher education can play in preparing individuals for careers. It is our opinion that we need to know how well students with disabilities are faring in higher education, if we are to be effective in our efforts to promote jobs for students with disabilities. We hope these periodic looks at the status of people with disabilities in our Nation's colleges and universities will serve to direct us to even higher ground.

THE SURVEY

The 1985 college freshmen survey was conducted by the Cooperative Institutional Research Program at UCLA and reported in the American Council on Education publication titled, The American Freshman: National Norms for 1985.^{*} The survey was completed by almost 300,000 entering college freshmen at a national sample of 546 institutions of higher education. Statistically, they represent the nation's total population of approximately 1.66 million full-time first-time entering freshmen. This annual survey has been completed every year since its inception in 1966.

The overall purpose of the college freshmen survey is to collect data on income, funding sources, academic achievement, academic goals, career aspirations, political views, and a variety of other concerns. This information helps educators, administrators, and others better understand the year's crop of college freshmen and provides a basis for comparisons from one year to the next.

Beginning in 1978, a question was included in the survey asking the respondent if he or she had a handicap. This inquiry has continued each year since then. In 1982 the form was changed and the question now reads,

^{*}The American Freshman: National Norms for Fall 1985 may be obtained by prepaying \$8.50 to the Cooperative Institutional Research Program, Graduate School of Education, University of California, Los Angeles, CA 90024. The data reported in The American Freshman: National Norms for 1985 does not include the data especially obtained for this report.

"Do you have a disability? (Mark all that apply): hearing, speech; orthopedic; learning disability; health-related; partially sighted or blind; other.

According to the 1985 college freshmen survey, 7.4 percent of the Nation's college freshmen indicated they had a disability. In the 1978 report cited earlier, only 2.6 percent of college freshmen that year reported having a disability. In the seven years that have intervened it appears as though we have made great strides towards involving students with disabilities in higher education. Such advances would seem to attest to the value of Section 504 of the Rehabilitation Act of 1973 and of other programs which encourage the participation of students with disabilities in higher education.

Expected Incidence

An important point of comparison that we should consider is how does the reported 7.4 percent participation of disabled freshmen in higher education in 1985 compare to the proportion of disabled individuals in the general population? While this question is difficult to answer since precise data are unavailable, we can make some assumptions and estimate a figure for the incidence of disability in the population. The sources for such an estimate are several. One source is the 1982 Current Population Survey* and another is the annual data reported by each state's education agency on the numbers of students with disabilities they have served that year. According to these reports, we would estimate that 10.4 percent of the American population have a disability. Subtracting those disability groups which might not be expected to pursue a higher education (i.e. mental retardation), we would expect that 8.5 percent of the universe of higher education students will report handicaps if full equity were in evidence. Since the 1985 college freshmen surveyed indicates that 7.4 percent reported a disability, we might be inclined to say that while there is some room for improvement, we have made great progress over the past seven years.

Cautionary Notes

But there is more to consider. First of all, the college freshmen survey is self-definitional. People respond to the question quickly, without specific direction or counsel. It is one question among many. Some distortions may be inflating the overall 7.4 percent figure. For example, from among the 7.4 percent who indicated that they have a disability, over 28 percent of them check the box indicating they are either "partially sighted or blind." Under more controlled surveys we usually find that a significantly lower percent of those who have a disability are visually impaired — no where near the 28 percent figure reported in 1985. Perhaps the occupational demands of a higher education may explain this higher percentage; or, eyeglass wearers with correctable

*Disabled Adults in America, A statistical Report Drawn from Census Bureau Data, by Frank Bowe, published by the President's Committee on Employment of the Handicapped, 1985.

vision have counted themselves into the population when they should not have. It should be noted that this possible distortion was even more glaring in the 1978 data. At that time, 31.2 percent of the 2.6 percent disabled college freshmen said they were partially sighted or blind. So, if a distortion exists with visually impaired students, it was less dramatic in 1985 than in 1978. This makes the advances made over the seven year period even more impressive.

Some factors may be deflating the percent of freshmen who report being disabled. Full-time, first-time freshmen, counted in this survey, do not include those disabled students who take one or two courses as a first step in their participation in higher education or those who have become disabled after entering college and who return to begin again. Community colleges estimate that 62% of their enrollment is part time students and that over 20% of the enrollment at community colleges is disabled students.

The other point to keep in mind as you review these data is the fact that they represent entering first time, full-time freshmen and do not give us any measure of success for upper classmen or those in either graduate school or professional school (i.e. law or medical schools). Anecdotal data is telling us that very difficult issues remain to be addressed at these levels of the higher education ladder.

Even with these cautions, we still believe these data give us a reasonably good picture of college freshmen with disabilities. Perhaps more importantly, they give us a measure over time. Hence, some of the tables and data that follow compare the current or 1985 findings for students with disabilities with their nonhandicapped peers as well as with the 1978 class of entering college freshmen with disabilities. In short, the information reported in this publication is informative; but, not infallible.

THE DATA

First, let us look at the overall figures. As reported above, 7.4 percent of all first-time, full-time entering college freshmen for 1985 report they have a disability. Here is a break down of that 7.4 percent figure.*

<u>Disabilities</u> (all institutions)	<u>% of all Freshmen</u> <u>1985</u>	<u>% of Disabled Freshmen</u> <u>1985</u>
Hearing	0.9	12.2
Speech	0.3	4.0
Orthopedic	0.9	12.1
Learning Disability	1.1	14.8
Health Related	1.2	16.2
Partially Sighted or Blind	2.1	28.3
Other	1.2	16.2

*Some freshman report having more than one disability, therefore, the tables of each column add up to a sum greater than 7.4% and 100%.

Location

When we look at the distribution of students with disabilities according to type of institution of higher education, or where they are enrolled, we find higher percentages of learning disabled freshmen in two year colleges*, particularly private two year colleges**; and, we find higher percentages of both speech impaired and health impaired freshmen in black colleges*, particularly public black colleges**.

<u>Disabilities</u>	<u>All Insti- tutions</u>	<u>All 2-year col- leges</u>	<u>All 4-year col- leges</u>	<u>All Univer- sities</u>	<u>Predom- inantly Black Col- leges</u>	<u>2-Year Colleges</u>	
						<u>Public</u>	<u>Private</u>
hearing	0.9	1.1	0.9	0.6	0.5	1.1	1.0
speech	0.3	0.3	0.3	0.2	0.9*	0.3	0.3
orthopedic	0.9	1.0	0.9	0.7	0.3	1.0	1.2
learning disability	1.1	1.7*	0.9	0.5	1.2	1.4	3.6**
health- related	1.2	1.4	1.3	0.9	2.6*	1.3	1.6
partially sighted/blind	2.1	1.9	2.3	2.0	2.1	1.9	2.5
other	1.2	1.5	1.2	0.8	1.3	1.5	1.5

<u>Disabilities</u>	<u>4-Year Colleges</u>				<u>Universities</u>		<u>Predominantly Black Colleges</u>	
	<u>Public</u>	<u>Pri- vate Non- sect.</u>	<u>Prot- estant</u>	<u>Catho- lic</u>	<u>Public</u>	<u>Pri- vate</u>	<u>Public</u>	<u>Pri- vate</u>
hearing	0.9	0.9	1.0	0.8	0.7	0.5	0.4	0.5
speech	0.3	0.3	0.2	0.3	0.1	0.2	1.1**	0.5
orthopedic	0.8	1.0	1.3	1.0	0.6	0.8	0.2	0.5
learning disability	0.6	1.4	1.4	0.9	0.4	0.5	1.5	0.3
health- related	1.3	1.0	1.6	1.3	0.9	0.7	3.0**	1.6
partially sighted/blind	2.0	2.5	3.0	2.4	2.0	2.1	1.9	2.4
other	1.0	1.2	1.5	1.3	0.8	0.8	1.3	1.2

Age

Those individuals who identified themselves as having a disability tended to be older than the average for all freshmen surveyed; as well as older than those disabled college freshmen surveyed in 1978.

<u>Age by December 31, 1985</u>	<u>Disabled 1985</u>	<u>All Freshmen 1985</u>	<u>Disabled 1978</u>	<u>All Freshmen 1978</u>
17 or younger	2.2	2.6	4.3	3.1
18	63.5	72.2	69.5	76.7
19	24.1	20.0	18.8	17.3
20	3.5	1.9	3.0	1.4
21 or older	6.6	3.2	4.5	1.5

Note: Due to rounding each column may not add up to 100 percent.

Race

Those individuals who identified themselves as having a disability were primarily white/Caucasian but more likely to be members of a racial minority group than all students surveyed.

<u>Category</u>	<u>Disabled Freshmen 1985</u>	<u>All Freshmen 1985</u>
White/Caucasian	81.9	86.2
Black/Negro/Afro American	8.9	9.1
American Indian	1.4	1.0
Asian-American/Oriental	2.3	2.0
Mexican-American/Chicano	1.5	1.2
Puerto Rican-American	0.7	0.6
Other	2.0	1.5

Note: Comparable data for 1978 was not available.

Preparation for College - Grades

Several questions were asked of all students surveyed which tended to profile their academic abilities. The questions asked were about average grades in high school, academic ranking in high school, and a self-assessment of both academic and personal traits.

On the average, freshmen with disabilities tended to earn lower academic grades while in high school.

<u>Average Grade in H.S.</u>	<u>Disabled Freshmen 1985</u>	<u>All Freshmen 1985</u>
A or A+	7.5	9.1
A-	10.2	11.6
B+	16.0	19.0
B	24.7	25.5
B-	14.8	13.9
C+	14.9	12.3
C	10.5	8.1
D	1.4	0.5

Class Standing

On the average, freshmen with disabilities tended to place lower in high school class standings than all freshmen surveyed.

<u>Class Standing</u>	<u>Disabled Freshmen</u> <u>1985</u>	<u>All Freshmen</u> <u>1985</u>
Top 20%	36.1	41.0
Second 20%	20.4	22.6
Middle 20%	31.8	28.9
Fourth 20%	9.3	6.4
Lowest 20%	2.4	1.1

Self Concept

In general, students with disabilities tended to rate themselves lower in the following ability areas than did all students surveyed: academic ability, mathematical ability, physical health, popularity, self-confidence (intellectual), self-confidence (social), and writing ability.

<u>Skill</u>	<u>Disabled Freshmen</u> <u>1985</u>	<u>All Freshmen</u> <u>1985</u>
academic ability	48.5*	54.9*
artistic ability	25.3	22.8
drive to achieve	59.2	61.6
emotional health	50.3	60.3
leadership ability	47.6	50.9
math ability	34.9	38.5
physical health	47.4	61.6
popularity	37.3	43.1
self-confidence (intellectual)	49.8	54.3
self-confidence (social)	41.2	47.4
writing ability	35.8	37.8

* 48.5 percent of all students with disabilities rated themselves average or above average in academic ability, while 54.9 percent of all students rated themselves average or above average. This same comparison should be made to each of the skill areas listed in the table above.

Funding

When asked about grants and scholarships as a source of funding support for their college education, freshmen with disabilities seemed more likely to be dependent on them than all freshmen and more dependent in 1985 than they were in 1978.

<u>Grants and Scholarships</u>	<u>Disabled</u> <u>1985</u>	<u>All Freshmen</u> <u>1985</u>	<u>Disabled</u> <u>1978</u>	<u>All Freshmen</u> <u>1978</u>
Pell Grant	38.1	19.9	25.5	23.9
Supplemental Educational Opportunity Grant	10.6	4.8	8.6	6.9
State Scholarship or Grant	27.6	14.1	18.7	16.1
College Work-Study Grant	19.6	10.1		
Other College Grant	32.0	19.5	18.4	17.4
Corporate Tuition Assistance	3.4	1.6	NR	NR
Other Private Grant	13.0	5.6	11.2	7.7

When asked about loans to help finance the cost of a college education, freshmen with disabilities were more dependent on them than all freshmen.

<u>Loans</u>	<u>Disabled</u> <u>1985</u>	<u>All Freshmen</u> <u>1985</u>	<u>Disabled</u> <u>1978</u>	<u>All Freshmen</u> <u>1978</u>
Federal Guaranteed Student Loan	38.4	23.0	12.4	11.0
National Defense Student Loan	11.5	5.7	10.4	8.7
College Loan	8.1	3.7	4.1	3.7
Other Loan	7.9	3.8	4.0	3.8

When asked about personal and parental sources of funding for financing the cost of their college education, freshmen with disabilities were more likely to use all forms of personal sources of funding than all freshmen.

<u>Personal Sources</u>	<u>Disabled</u> <u>1985</u>	<u>All Freshmen</u> <u>1985</u>	<u>Disabled</u> <u>1978</u>	<u>All Freshmen</u> <u>1978</u>
Parental Aid (yes)	81.2	70.3	73.0	73.5
Spouse Aid (yes)	2.5	.9	NR*	NR*
Savings from Summer Work (yes)	63.9	49.4	NR*	NR*
Other Savings (yes)	36.2	22.1	NR*	NR*
Full-time Job While in College (yes)	4.2	2.2	NR*	NR*
Part-time Job While in College (yes)	44.3	30.8	19.6	24.2

*NR = Not reported

When asked if they were concerned about financial obligations associated with their attendance at a college, freshmen with disabilities expressed a higher degree of concern than did all surveyed.

<u>Concern about Finances</u>	<u>Disabled Freshmen 1985</u>	<u>All Freshmen 1985</u>
No Concern	33.9	35.5
Some Concern	48.6	50.8
Major Concern	17.5	13.7

Academic Aspirations

When asked what academic degree the respondent sought at the college which they were presently enrolled, freshmen with disabilities demonstrated a slightly higher ambition for Associate, Doctorate, Medical and Law degrees than did all surveyed.

<u>Highest Degree Planned Here</u>	<u>Disabled 1985</u>	<u>All Freshmen 1985</u>	<u>Disabled 1978</u>	<u>All Freshmen 1978</u>
None	3.6	3.5	4.8	4.6
Vocational Certificate	2.4	1.7	NR*	NR*
Associate	24.8	22.4	11.0	4.1
Bachelor's	51.1	55.1	61.9	74.4
Master's	10.6	11.8	13.7	11.9
Doctorate	2.2	1.7	2.3	1.3
Medical	1.8	1.3	2.2	0.9
Law	0.9	0.8	1.6	0.8
Divinity	0.2	0.2	0.4	0.4
Other	2.3	1.6	2.1	1.6

When asked about academic degree ambitions they expected to seek at any other college or university, freshmen with disabilities demonstrated a slightly higher percentage who sought either a vocational certificate, an associate degree, or doctorate degree, than did all surveyed.

<u>Highest Degree Planned Anywhere</u>	<u>Disabled 1985</u>	<u>All Freshmen 1985</u>	<u>Disabled 1978</u>	<u>All Freshmen 1978</u>
None	3.1	2.1	2.5	1.8
Vocational Certificate	2.2	1.2	NR*	NR*
Associate	8.4	6.2	3.1	1.9
Bachelor's	33.6	38.2	28.1	36.4
Master's	29.2	31.6	31.5	34.6
Doctorate	10.9	9.2	14.4	10.7
Medical	6.5	6.0	9.2	6.5
Law	3.2	3.6	7.3	5.3
Divinity	0.6	0.4	1.0	0.5
Other	2.3	1.7	2.9	2.2

When asked about their probable field of study or major, freshmen with disabilities were slightly more interested in the arts and humanities, education, physical sciences, social sciences and technical studies and less interested in business studies and engineering. However, more freshmen with disabilities were participating in business, engineering and technical studies than had been in 1978.

<u>Probable Major Field of Study</u>	<u>Disabled 1985</u>	<u>All Freshmen 1985</u>	<u>Disabled 1978</u>	<u>All Freshmen 1978</u>
Arts and Humanities	10.2	8.3	13.7	11.2
Biological Sciences	3.3	3.4	6.2	4.8
Business	22.7	26.8	18.7	21.2
Education	7.5	7.1	7.9	11.5
Engineering	9.6	10.7	8.5	8.9
Physical Sciences	3.0	2.4	4.6	4.0
Professional (architecture, health, etc.)	12.7	12.9	15.4	13.7
Social Science	8.1	6.6	11.0	9.8
Technical (building trades, computers, etc.)	6.3	4.7	2.5	2.1
Other Fields	16.6	16.2	NR*	NR*

*NR = Not Reported

Career Aspirations

When asked about their probable career choice freshmen with disabilities demonstrated a career distribution pattern, similar to the one expressed by all students, except for a lower ambition in businesses (executive positions) and a slightly higher ambition to be a physician. However, more freshmen with disabilities were involved in business, engineering and technical career choices than had been in 1978.

<u>Probable Career Choice</u>	<u>Disabled 1985</u>	<u>All Freshmen 1985</u>	<u>Disabled 1978</u>	<u>All Freshmen 1978</u>
Accountant	5.1	6.3	5.1	6.2
Actor/Entertainer	1.0	1.0	1.5	1.1
Architect	1.4	1.4	1.4	1.0
Artist	2.0	1.5	2.1	1.9
Business (clerical)	1.5	1.8	1.2	1.1
Business (executive)	10.9	12.7	8.5	9.5
Business Owner	3.5	3.3	2.1	2.1
Business Salesperson	1.4	1.6	.6	1.0
Clergyman	0.4	0.3	0.7	0.8
Clinical Psychologist	1.3	1.3	1.6	1.3
College Teacher	0.3	0.3	0.5	0.4
Computer Programmer	4.5	4.4	2.5	2.9
Conserv-Forester	0.9	0.8	0.9	0.8
Dentist	0.4	0.6	1.3	0.9

<u>Probable Career Choice</u>	<u>Disabled</u> <u>1985</u>	<u>All Freshmen</u> <u>1985</u>	<u>Disabled</u> <u>1978</u>	<u>All Freshmen</u> <u>1978</u>
Dietitian	0.2	0.2	0.4	0.3
Engineer	10.3	10.0	7.8	7.3
Farmer/Rancher	0.8	0.7	0.6	0.5
Foreign Service	0.9	0.9	1.0	0.6
Homemaker	0.2	0.1	0.2	0.2
Interior Decorator	0.6	0.6	0.6	0.6
Interpreter (translator)	0.2	0.2	0.3	0.3
Lab Technician	0.7	0.8	1.1	1.3
Law Enforcement	1.3	1.3	0.9	1.8
Lawyer	4.0	3.9	6.7	5.3
Military Service	0.8	1.1	0.6	2.3
Musician	1.4	1.1	1.9	1.9
Nurse	3.0	3.3	3.2	3.7
Optometrist	0.3	0.2	0.2	0.2
Pharmacist	0.6	0.7	0.5	0.5
Physician	4.3	3.8	5.8	3.8
School Counselor	0.3	0.2	0.2	0.3
Scientific Researcher	1.8	1.4	3.3	2.2
Social, Welfare or Recreation	1.5	1.3	2.7	2.9
Statistician	0.1	0.1	0.2	0.2
Therapist (Physical, Occupational, etc.)	2.4	2.2	2.5	2.5
Teacher	6.3	6.2	6.1	6.9
Veterinarian	1.3	1.1	1.2	0.9
Writer	2.5	2.2	3.3	3.0
Skilled Trades	2.1	1.6	0.9	0.6
Other	7.4	6.9	6.6	5.9
Undecided	10.1	10.7	10.8	11.6

CONCLUSION

While the bottom-line figure (7.4%) indicates progress, the underlying data demonstrates a continuing challenge. In general, the college freshman with a disability is older, less academically prepared for a higher education, from a lower high school class standing, possessing a lower level of self-confidence about himself or herself, and more dependent on outside funding.

This litany of deficits should prompt questions about the difficulties students with disabilities are facing as they strive to achieve their academic goals.

Certainly many quality higher education programs are successfully serving students with disabilities. But we do not have any data about the participation of students with disabilities during their later undergraduate and/or graduate years. Many students with disabilities continue to encounter problems during their later undergraduate and graduate years. We recommend that such questions be further researched.

Maybe the evolutionary process so well documented in our Nation's elementary and secondary special education programs offers us some clues about what is really happening in higher education. The first and second phases appear to be nearing completion. We have found and enrolled students with disabilities in significant numbers. Now, we are squarely facing the third and final phase, the achievement of widespread quality participation.

This seems to be the challenge of the future. We, therefore, encourage administrators of higher education, people with disabilities and their advocates to intensify their efforts in achieving a higher quality of participation in postsecondary education. While the job is not finished, we are well on our way to the goal of equal opportunity or access for persons with disabilities to higher education programs. Only until this goal is attained will our agency's mission of maximizing the employment potential of persons with disabilities be achievable. Let's continue the work.